

Self-Assessment Teaching Staff Survey

PURPOSE / DIRECTIONS FOR THE PROGRAM

This survey is part of your program’s self-assessment for accreditation by the National Association for the Education of Young Children (NAEYC). Teaching staff perspectives are essential to the NAEYC Accreditation process. To achieve and maintain accreditation, programs must provide opportunities for teaching staff to participate in the program self-assessment and improvement process.

Programs must provide all members of the teaching staff the opportunity to respond *confidentially* and *anonymously* to this survey; for example, no names, identifying information, or coding may be used. **At least 80% of all teaching staff must return the survey for the results to be considered valid.** The program compiles the results and reports them to NAEYC using the Teaching Staff Survey Results Spreadsheet.

Note that each statement ends with the NAEYC criterion that it addresses in parentheses – e.g., “(1.E.01)”.

DIRECTIONS FOR STAFF COMPLETING THIS SURVEY

For each statement, choose “Yes” or “No” or “DK” (“don’t know”). If the statement does not apply to your program, choose “NA (“not applicable”). Please choose only one response per statement.

It is important to remember the [definitions of teaching staff](#) when completing this survey. Unless specifically stated, all teaching staff should answer all questions even if they are not responsible for the work addressed in the statement. For example, Question 1 says “teachers” work with the family. If you are an Assistant Teacher–Teacher Aide, your answer should be based on whether the teacher(s) you work with meet this statement.

Please return this survey by this date: ____ / ____ / ____.

SELF-ASSESSMENT TEACHING STAFF SURVEY

Relationships	Yes	No	DK	NA
1. When children have serious, challenging behavior, the teacher(s) works with the family as a team to develop an individual plan to support the child’s inclusion and success. (1.E.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When children have serious, challenging behavior, the teacher(s) has access to professionals who help us work successfully with the child and his or her family. (1.E.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	Yes	No	DK	NA
1. The curriculum is implemented in a manner that is responsive to the home values, beliefs, experiences, and language of children’s families. (2.A.04)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. We take into account the home language of the child when working on literacy and provide children opportunities to learn in a language they are comfortable with. (2.D.01, 2.D.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. We limit the use of passive media such as television, videos, and tapes to developmentally appropriate programming. (2.H.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	Yes	No	DK	NA
1. I work with other program and teaching staff as a team to implement daily teaching and learning activities. (3.A.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>For teaching staff working with infants only:</i> The <i>teachers</i> talk to families of infants about how they meet their child’s needs at home, and use the information in planning opportunities and materials. (3.G.06)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	Yes	No	DK	NA
1. <i>Teachers assess the developmental progress of each child across all developmental areas.</i> (4.C.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Teachers refer to the curriculum goals when interpreting assessment data and then use the results to make decisions about curriculum content, teaching approaches, and interactions with children. (4.C.03, 4.D.01, 4.D.03, 4.D.08)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Families have ongoing opportunities to share the results of observations from home to contribute to the assessment process. (4.E.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Teachers have the time and knowledge to talk to each family about their child's development at home and school. (4.E.03)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. All children receive a complete developmental screening within 3 months of entering the program. (4.C.01; Emerging Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Teachers regularly assess children in the following areas of development and content:				
6.a. Social-emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.b. Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.c. Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.d. Cognitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.e. Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.f. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.g. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.h. Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.i. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.j. Creative expression—music, art, dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.k. Health and safety (4.C.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teachers are capable in using the following assessment tools:				
7.a. Checklists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.b. Anecdotal notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.c. Individual child portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.d. Other (4.C.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teaching staff meet regularly to discuss assessment results and to decide how we need to change our teaching practices to meet children's needs. (4.D.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers use interactions with children to inform curriculum development and individualize teaching. (4.D.03)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Family members are provided information about the child's development and learning in written reports at least two times a year. (4.E.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Assessment Continued	Yes	No	DK	NA
11. Program staff attempt to work with the child's family on all aspects of the child's assessment plan, including explanation of all the measures used by our program and purposes of each. (4.E.04; 4.E.06)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Communication with families about their child's assessments take into account their cultural values and the home language. (4.E.05)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Families are provided with detailed information about the confidentiality of assessment results and the limits of such confidentiality. (4.E.07; Emerging Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health	Yes	No	DK	NA
1. I feel comfortable that I can meet children's health needs:				
a. I am aware of at least one staff member who is always present with each group of children who has been trained in pediatric first aid and CPR. (5.A.03)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If I am asked to administer medication, I know how to safely administer and store medications. If not asked to administer medication, mark NA. (5.A.11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The children have daily opportunities to play outside unless conditions pose a health risk. When it is necessary to play inside, equipment is available indoors to provide safe opportunities for large-motor activity. (5.A.06)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Our program is supportive of breastfeeding moms, and we try and accommodate their needs by storing and handling milk properly and providing comfortable space for breastfeeding. (5.B.09)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For teaching staff working with infants only: We are instructed on and follow specific feeding procedures and strict guidelines to ensure freshness. (5.B.10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	Yes	No	DK	NA
1. My orientation included information on				
a. the program philosophy, values, and goals;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. expectations for ethical conduct;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. health, safety, and emergency procedures;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. accepted guidance and classroom management techniques; daily activities and routines of the program;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. program curriculum;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. child abuse and neglect reporting procedures;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. program policies and procedures;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. NAEYC Early Childhood Program Standards;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. regulatory requirements. (6.A.03)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I have a plan in place to inform my continuous professional development. (6.B.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I work to improve the conditions of children and families within our program as well as in our community and beyond. (6.B.02; Emerging Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Families	Yes	No	DK	NA
1. I have participated in events in the community outside of my teaching responsibilities that help me understand the family lives of the children I work with. (7.A.04; Emerging Practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families Continued	Yes	No	DK	NA
2. Program staff know about community resources and help families get the services they need, including transitions for their child to other programs, schools, etc. (7.C.07)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Before information is shared with other agencies, we obtain written consent from the families. (Mark "NA" if you are not in a position to share information with other agencies.) (7.C.08)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teaching staff informally share information with parents about their child at least once a week. (7.B.06)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. For teaching staff of infants and toddlers only: we informally share information with parents on a daily basis. (7.B.05)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If problems arise in our interactions with families, staff are encouraged to use a variety of techniques to work through conflicts and ensure resolution in a language that the family understands and can communicate in. (7.C.04)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Relationships	Yes	No	DK	NA
1. Program staff are encouraged and given the opportunity to participate in community or statewide interagency councils or service integration efforts. (8.C.05)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership And Management	Yes	No	DK	NA
1. The program administrator systematically supports an organizational climate that fosters trust, collaboration, and inclusion. (10.A.07)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Our program minimizes the number of group, teaching staff, and classroom transitions experienced by a child during the day and program year. (10.B.13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. When transitions do occur, they are well planned for. (10.B.13, 10.B.14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I am familiar with the written health and safety policies of my program. I can easily locate these if I need to review any of them. (10.D.01)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. If I work directly with children for more than 4 hours, I am provided a break of at least 15 minutes in each 4 hour period. (10.E.07)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The program has written policies that detail the personnel policies, including the benefits package and job descriptions. (10.E.01, 10.E.06)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I receive an evaluation from my supervisor annually. (10.E.09)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Program staff are involved in a comprehensive program evaluation that measures progress toward the program's goals and objective. (10.E.11, 10.E.12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. When the annual evaluation is completed, program staff are given a report of the findings. (10.F.02)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The program has a professional development plan to improve staff credentials and competencies. (10.E.11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Trainings that are relevant to the needs of staff are offered through the professional development plan. (10.E.12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. I have opportunities to contribute to feedback and decision making related to program improvement. (10.A.07, 10.F.04)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Thank you for completing this survey!